



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

EDITORIAL

With this number the seventh volume of the *English Journal* is completed. Beginning in a period of struggle between school and college, we have come through four years of **Seven Years** world-war—a far more strenuous experience than anyone connected with the enterprise anticipated.

There is much to be thankful for. The enterprise was happily launched at the right time. The issue of college versus high school had become acute and a national organization of English teachers was in process of formation. An organ of the movement was necessary. The *Journal* became that organ.

But it has been, we hope, something more, for its columns have been open to worthy expression of all shades of opinion. That it has aided materially in bringing all of those interested in English teaching to a healthy group consciousness seems certain. So far from accentuating differences it has rather tended to lessen them by providing the opportunity for clarifying discussion. Most useful of all, no doubt, has been its service in disseminating information concerning successful teaching experience.

With the new year will come new and large opportunities. The Great War has opened up new prospects and has brought us face to face with new problems. In particular we must do our part in establishing a new and more democratic social order. Privileges readily accorded in war time will not be readily relinquished in peace. More than ever intelligence and good-will must be manifested if we are to be at peace as a nation. But beyond this lies the problem of establishing and maintaining just and healthy international relations. Never again will America dwell in isolation. We are one of the family of nations.

What then of the teaching of English, the language that in all probability will be more widely used than any other in the world? A new and more vital content seems assured for it. The merely

academic and the vaguely cultural will grow less and less, and the clearly useful and the humanly significant, more and more.

The *English Journal* hopes to reflect and embody the new spirit. Whoever has made a beginning of adjustment to the new conditions is urged to share his experience with others. The piping days of peace—and reconstruction—which lie just ahead invite to earnest study and constructive planning. What, gentle reader, shall be your contribution?

The topics which seem most in need of treatment in the immediate future are:

Live Topics 1. Americanization. The national government is laying plans for a campaign to wipe out illiteracy and bring about universal citizenship. Already a number of methods of teaching English to adults are being practiced. Several are bad. The English teacher has here an opportunity for a valuable contribution.

2. The teaching of American ideals. Our English courses have taken account of facts and to some extent of skills, but very little of ideals. Preaching will not do. The procedure must involve genuine constructive activity. As yet, however, there is no recognized and successful mode.

3. Objective standards. The army is fully committed to scientific methods of measuring ability. Undoubtedly many of the abilities exercised in English study can ultimately be measured by standards far more unvarying than the personal judgments now imposed. English teachers owe it to themselves and to their students to aid in a movement that is clearly gaining ground.